Student Assessments – What Boards Should Know

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What do you know about assessments?

Answer these questions:

1. What questions does your board ask about student achievement?

2. Does your board look at assessment data regularly? At least a couple times per year?

3. What assessment(s) does your district use to monitor student achievement?
What do you know about assessments?

Answer these questions:

1. Describe the types of assessments you are familiar with.

2. How does the assessment data inform your actions as a board?

3. What questions from the board are answered by assessment data?
Public and Board Concerns

Too much testing!
We teach to the test!
Tests are not the only measure of success.
Test are unfair or biased or not relevant.
We should only have one test!
Too much money & resources spent on testing.
Why Assess?

Where are students at academically?

What needs extra work?

How does the Board and district determine if students are progressing to proficiency?

Which students or student demographic is not being served adequately or appropriately?
Let’s take a closer look at assessments.
Common Types of Assessments

- Normative
- Criteria Based
- Program Assessments
- Summative
- Formative
- Benchmark
- Performance Based
Types of Assessments

Normative Assessments –

based upon actual performance of groups

Good norm studies include hundreds of thousands of test administrations

wide net of racial, gender, age, and demographic groups.

where you stand when compared to the normed group.

Results are often shown as percentiles i.e. at 75th percentile, you are 75th out of 100.
Criteria-Based Assessments –

Based on a set of skills and knowledge.

Students get X number right and X number wrong.

Results can be a percentage of right and wrong,

Standardized tests often use scaled scores to account for slight differences in the tests.

Scaled scores allow comparisons to be made between test takers.
Types of Assessments

Program Assessments –

Most common assessment, criteria based

Usually created by the curriculum publisher, or by a teacher,

Used to measure whether or not the students learned what was taught.

The results of these tests at the classroom level are used to assign grades to a student for the class.
Types of Assessments

Performance-Based Assessments -

A criteria-based assessment, much more involved
Usually associated with a long-term unit
students have to perform an activity or produce a product that demonstrates mastery of skills and knowledge associated with the unit.
These assessments are normally scored based on a lengthy rubric.
Types of Assessments

Summative Assessments -

Evaluate student learning at the end of a defined instructional period,

Covers most skills and knowledge taught during this period.

These assessments usually have high stakes, or a high point value.
Types of Assessments

Formative / Interim Assessments –

Given during an instructional period in order to evaluate student learning and progress.

Data informs teachers as to the effectiveness of instruction

Allows for in-process adjustments to instruction to enhance student learning.
Types of Assessments

Benchmark Assessments –

Fundamental purpose is to provide information to guide instruction.

Also called screening, used to determine a students’ grade level abilities.

This data can then be used to determine what instruction is best suited for different groups or for individual students.
Types of Assessments

Diagnostic Assessments -
Assessments given to determine particular concepts or skills that a student has, or may lack

Target instruction at the proper instructional level.

Often given to diagnose very particular difficulties in order to design effective instruction.
Common Assessments In Alaska

- Measures of Academic Progress (MAP)
- AIMSWeb
- STAR360
- WorkKeys
- PEAKS - Performance Evaluation for Alaska Students
- NAEP – National Assessment of Educational Progress
- WIDA-ACCESS for EL
Common Assessments In Alaska

PEAKS - Criteria-Based; Summative

NAEP - Criteria-Based; Summative

Kindergarten Developmental Profile - Criteria-Based; Performance-Based

MAP - Normative; Benchmark; Formative;

STAR 360 - Normative; Formative; Progress Monitoring; Diagnostic

WIDA - ACCESS for EL’s - Criteria-Based; Performance-Based

AIMSweb - Normative; Benchmark; Progress Monitoring
So many. Why?

Accountability

VS

Instruction

VS

Learning
So many. Why?

Accountability...

is about measuring the effect of the system for the stakeholders and others (i.e. agencies) to see
So many. Why?

For Instruction...

is about assessing the effect teaching and a student’s response to instruction
So many. Why?

For Learning...

is about measuring how a student is growing in their learning
So what should school boards know and understand about assessments?

Why is it important?
Assessments provide information to monitor and guide our educational system.

Assessment produce DATA
DATA should inform our decision making process in order to improve student achievement and success.
What is the Board’s role regarding assessments?
The Board’s Role

Understand their use:

Formative or benchmark

Are students growing in their capacity to learn?

Informs instruction
The Board’s Role

Understand their use:

**Normative**

- Compares your students grade-level performance to national or state norms

- Informs the system – comparison to others
The Board’s Role

Understand their use:

Summative

A snapshot in time to evaluate accumulated skills and knowledge

Informs the system – proficiency of standards
The Board’s Role

You allocate resources based on data:

- Professional development
- Time, space
- $ for assessments (MAP, AIMSweb, etc.)
- Special programs
- Curriculum & instruction approval
The Board’s Role

The Board is Accountable

To Parents

To stakeholders

TO STUDENTS!
The Board’s Role

The Board governs the district to implement the vision and mission.

The Board needs data to inform its governance decisions.
Resources

Alaska DEED webpage on assessments:
https://education.alaska.gov/assessments

Assessment Literacy

ASCD Helping Students Understand
http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Helping-Students-Understand-Assessment.aspx

Guide to Formative and Summative Assessments
Credit

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